



Welcome to
Reception
~ A guide for
Fynamore parents
and carers ~

Updated September 2016

Welcome to the **Early Years Foundation Stage (EYFS)**, the phase of development from Birth until the age of age 5.





Welcome to Fynamore!

'Every child deserves the best possible start in life and the support that enables them to fulfil their potential. Children develop quickly in the early years and a child's experiences between birth and age five have a major impact on their future life chances. A secure, safe and happy childhood is important in its own right. Good parenting and high quality early learning together provide the foundation children need to make the most of their abilities and talents as they grow up.'

Statutory Framework for the Early Years Foundation Stage, 2012



The seven areas of learning

It's not all about reading and writing! Within the Early Years Foundation Stage (EYFS), all areas of learning are considered important and interdependent. For example, Physical Development and fine motor control help develop writing skills. Creativity is fundamental to successful learning as it enables children to make connections between one area of learning and another. Personal and Social Development also runs throughout many aspects of learning, as children demonstrate their ability to work with others and concentrate for longer periods when learning new skills.

In the 2012 review of the EYFS, three areas are considered particularly 'crucial for igniting children's curiosity and enthusiasm for learning, and for building their capacity to learn, form relationships and thrive'. These areas are known as the three **Prime Areas**:



Communication and Language This area of learning is about children having opportunities to experience a rich language environment; to develop their confidence and skills in expressing themselves; and to speak and listen in a range of situations.

Physical Development Physical development in the foundation stage is about improving skills of co-ordination, control, manipulation and movement. Children also learn how to make healthy choices in relation to food and exercise.



Personal, Social and Emotional Development This area of learning involves helping children to develop a positive sense of themselves and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups and to have confidence in their own abilities.

The three Prime Areas are then strengthened and applied through the four **Specific Areas**:



Literacy involves encouraging children to link sounds and letters and to begin to read and write. Children must be given access to a wide range of reading materials (books, poems, and other written materials) to ignite their interest.

Mathematics involves providing children with opportunities to develop and improve their skills in counting, understanding and using numbers, calculating simple addition and subtraction problems; and to describe shapes, spaces, and measures.



Understanding the World involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment.

Expressive Arts and Design involves enabling children to explore and play with a wide range of media and materials, as well as providing opportunities and encouragement for sharing their thoughts, ideas and feelings through a variety of activities in art, music, movement, dance, role-play and design and technology.



DFE document 'Statutory Framework for the Early Years Foundation Stage'

Children in the EYFS learn by playing and exploring, being active, and through creative and critical thinking which takes place both indoors and outside. This is a statutory curriculum that lays the foundations of learning needed for more the more formal routines of school. By the time children leave the Reception year they will be ready to begin a transition into the 'National Curriculum', the curriculum that begins in Year One and continues until pupils leave secondary school.

Expectations for the end of Reception

The seven areas of learning (see previous page) lead into 17 “Early Learning Goals”. These “Early Learning Goals” (ELGs) state the government expectations for Reception children at the end their first year of school. Whilst these end goals are relevant to bear in mind, it is important that children do not miss out on the many developmental steps along the way. We will be working on many new skills during this first year of school, all with the aim of achieving the goals (or perhaps even exceeding them) by the end of the year whilst ensuring we have happy social children.

Area of learning		Aspect	The Early Learning Goals (as set out in the Statutory Framework for the Early Years Foundation Stage)
Communication and Language 	ELG 01	Listening and attention	Children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give their attention to what others say and respond appropriately, while engaged in another activity.
	ELG 02	Understanding	Children follow instructions involving several ideas or actions. They answer ‘how’ and ‘why’ questions about their experiences and in response to stories or events.
	ELG 03	Speaking	Children express themselves effectively, showing awareness of listeners’ needs. They use past present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.
Physical Development 	ELG 04	Moving and handling	Children show good control and co-ordination in large and small movements. They move confidently in a range of ways, safely negotiating space. They handle equipment and tools effectively, including pencils for writing.
	ELG 05	Health and self-care	Children know the importance for good health of physical exercise, and healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and undressing and going to the toilet independently.
Personal, Social and Emotional Development 	ELG 06	Self-confidence and self-awareness	Children are confident to try new activities, and say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don’t need help.
	ELG 07	Managing feelings and behaviour	Children talk about how they and others show feelings, talk about their own and others’ behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.
	ELG 08	Making relationships	Children play co-operatively, taking turns with others. They take account of one another’s ideas about how to organise their activity. They show sensitivity to others’ needs and feelings, and form positive relationships with adults and peers.

Literacy 	ELG 09	Reading	Children read and understand simple sentences. They use phonic knowledge to decode regular words and read them aloud accurately. They also read some common irregular words. They demonstrate understanding when talking with others about what they have read.
	ELG 10	Writing	Children use their phonic knowledge to write words in ways which match their spoken sounds. They also write some irregular common words. They write simple sentences which can be read by themselves and others. Some words are spelt correctly and others are phonetically plausible.
Mathematics 	ELG 11	Number	Children count reliably with numbers from 1 to 20, place them in order and say which number is one more or one less than a given number. Using quantities and objects, they add and subtract two single-digit numbers and count on or back to find the answer. They solve problems, including doubling, halving and sharing.
	ELG 12	Shapes, space and measures	Children use everyday language to talk about size, weight, capacity, position, distance, time and money to compare quantities and objects and to solve problems. They recognise, create and describe patterns. They explore characteristics of everyday objects and shapes and use mathematical language to describe them.
Understanding of the World 	ELG 13	People and communities	Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoys the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.
	ELG 14	The world	Children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.
	ELG 15	Technology	Children recognise that a range of technology is used in places such as homes and schools. They select and use technology for particular purposes.
Expressive arts and design 	ELG 16	Exploring and using media and materials	Children sing songs, make music and dance, and experiment with ways of changing them. They safely use and explore a variety of materials, tools and techniques, experimenting with colour, design texture, form and function.
	ELG 17	Being imaginative	Children use what they have learnt about media and materials in original ways, thinking about uses and purposes. They represent their own ideas, thought and feelings through design and technology, art, music, dance, role-play and stories.

At the end of the Reception year, a 'Good Level of Development' is defined by the government as achieving all the goals numbered 1-12. For this we would expect children to be independently demonstrating these skills (i.e. without support). The final goals (numbered 13-17) are also significant and count towards an overall score of developmental progress for each child. We realise that all children are individual and may require different levels of support in moving towards or beyond these goals during the year.

Assessment

Assessment in the Early Years Foundation Stage is not based on a test at the end of the year. Assessment information is collected throughout the Reception year and is gathered from a variety of sources, including home and school. This information is then collated in a "Learning Journey" which contributes to the end of year assessment of your child's progress towards the Early Learning Goals. The on-going assessment process includes:

- Focused observations during play, group work and teaching activities
- Photographs of practical activities
- Ad-hoc notes on things we hear and see children say and do
- Work from structured sessions
- Work children have chosen to include (e.g. drawings/paintings/writing)
- Discussions with parents and children
- Your feedback on homework and in reading records
- Some more formal assessments

A successful partnership with you as parents and carers needs a two-way flow of information. We will provide interim reports in addition to parents' evenings and will share targets with you. Regular play based homework focused on the areas of learning will also be provided. Once a child incorporates new skills as part of their child initiated play it can be said that they are secure with this skill.



Once children are settled into the Reception year, they will be given 'Busy Bee' targets to help encourage them to self-extend their play based work and take the next steps in learning.



Day to day information

There are many new routines for parents and children at the beginning of the school year. The following information may be useful during the first few months of school when everything is new!

What time does school start and finish?

- Children may arrive between 8.40 am and 8.55am. An Early Morning task will be placed in the room during this time. All children should be in school by 8.55am when register is taken. For health and safety reasons, please bring your child through the main playground gate rather than the car park. The Reception gate by Mrs Barnett's classroom will be opened at 8.40am.
- Children need to be collected at 3.15pm. Please wait opposite your child's classroom window so that you can be easily seen. This is especially helpful if your child is in Mrs Pritchard's class, as Mrs Fletcher's class exit from the same door.

What is Early Morning Task?

An Early Morning Task activity will be set out in the room for the children between 8.40am and 8.55am. Parents are invited to stay and help their child with the activities during this time if they would like. Please remind children they are only to use the resources set out at this time of the day. Once groups are introduced, children will be working with their group for this activity. The group activities will then rotate.

What do Reception children need?

- Drink bottle (with water)
- Water proof coat (in school all the time)
- Welly boots (please place on the welly racks by the entrance to the classrooms)
- PE kit (shorts, t-shirt and plimsolls)
- Book bag (please check regularly for letters)

Please ensure **everything** is named!

Letters and sounds (phonics)

A phonics meeting will be held for parents later in the year to give more information about how we teach children to read and write using letters and sounds (phonics).

Homework and Reading

Each week children will bring home the following homework activities:

- Reading words (usually from just before Christmas)
- Weekly letter sounds and jolly phonics actions (as part of phonics teaching)
- A topic activity linked to one of the seven areas of learning
- A colour banded school reading book

As teachers, we will check the children's reading level and teach them the skills to move forwards. This will happen through whole class reading and writing activities, daily phonics teaching and daily stories as well as 1:1 reading. As parents, we hope you will be able to encourage your children to practise their new reading skills each day at home, changing books as often as you need. You may also like to choose books from the local library to broaden your range. Please let us know if you feel your child is ready to move up a level. Regular reading at home has a **tremendous** impact on progress.

How can you help with learning at home?

All the fun activities that you do with your child at home are important in supporting their learning and development. The homework activities provide a guide and starting point for further work, along with targets in children's reading and news books. Please don't underestimate what you already do as parents! If at any time you want further suggestions for activities to support your child, please feel free to come and see us.

How do you know how your child is doing in school?

There are many different ways to find out how your child is doing in school, including the following:

- Reading - Next step targets will be stuck into your child's reading diary when they have achieved the previous target and are ready to move on. A breakdown of progress steps in reading are also included in the front of your reading diary.
- Writing – Once children begin formal writing, after Christmas, next step "target" stickers will be placed in their news books each week. Please feel free to ask to see these.
- Learning journeys – these are placed out at least every other week for you to look at. These books will give you an idea of what we are doing in class and some next steps in maths as well as "busy bee targets" later in the year.
- Phonics/keywords – Once children begin learning their keywords (approximately by the first half term), words will be checked each week and new words sent home for children that are ready.

- Phonics/letter sounds - Each half term a review of children's progress in learning sounds, letter names and words will take place. We try to send home any gaps in learning/next steps following this.

If you have any questions about how to support your child's learning or would like to know more about their next steps, please pop in and speak to your child's class teacher after school.

Communication at the end of the day

Occasionally we may need to speak to parents at the end of the school day. This will often only be a very brief conversation, possibly to inform you about a toileting accident or to let you know about any first aid treatment your child has received during the day.

To help let you know that your child's teacher would like to talk to you at the end of the day, your child may come out with a golden star (see below). If you see one of these, please pop back in and see us so that we can quickly share any urgent messages. If it is a longer conversation and you are in a rush, just let us know and we can rearrange to meet up at a more convenient time.



If at any point you have concerns or questions that you want to talk to your child's teacher about, please feel free to pop in after school and arrange a time.

Just for reference...

Whilst the levelled reading books and keyword (sight word) systems in school both progress using coloured names, please note the two are not directly linked. Therefore, your child's keyword colour will not necessarily be the same as their book band colour.

Progression through the reading levels

Beige (no words)



Pink (single alphabet sounds only, words can be sounded out)



Red (some 2 letter sounds included, e.g. th, sh, ch)



Yellow (more 2 letter sounds and more keywords)



Blue (Some 3 letter sounds included, e.g. igh, ear, air. This is the level we expect Reception age children to be working at by the end of their first year at school)



Green (increasingly complex words as the levels develop from here onwards).



Orange



Turquoise



Purple



Gold (By this level children are being challenged in many ways with their reading and will frequently encounter new vocabulary)



Light Blue



Black

The sequence of keywords

These are usually started once children have a good grasp of the first few sets of sounds sent home.

Beige → pink → red → yellow (spelling level) → blue → green → orange (spelling level) → purple → white → bronze (spelling level) → silver → gold → the 'Under the sea' levels → ...and finally, some mathematical words and spellings

Children achieve a certificate for each level they reach.

A Typical Day in Reception

<u>Time</u>	<u>Activity</u>
8.55am	Register
9.00-9.30	Letters, sounds and word work (phonics)
9.30-10.00	Teacher Directed job (usually Maths or Topic related)
10.00-10.25	Snack time (including daily modelled sentence writing).
10.25-10.45	Playtime on the big playground
10.45-11.00	Teacher directed input (including circle time, BLP, singing and celebration of work or an input for independent learning time. We will be going to whole school assemblies on Fridays just before Christmas)
11.00-11.45	Independent Learning time (where the children choose the activities). At this time the adults work alongside children, make observations and sometimes work 1:1 with reading and other activities
11.45-12.00	Everyone washes hands/uses the toilet as we get ready for lunch – often with singing!
12.00 – 1.00	Lunch/playtime
1.00	Register
1.05-1.50	Teacher Directed job (Usually Maths, Topic, Music or Creative work)
1.50-2.00	Show and Tell
2.00-2.50	Independent Learning time (as per morning)
2.50-3.05	Tidy and story
3.05	Getting ready for home

A visual timetable showing the children's plan each day is displayed under the large whiteboard in each classroom.

- Both classes use the hall for PE twice a week but PE days may change during the year. PE bags will be sent home at the end of each half term to be washed.
- Show and tell often happens for a short amount of time most days except Friday. Please see your class notice board for further information about show and tell and a rota for groups.

Play is the work of children



Regular routines are important for children and as such our daily routine remains much the same. We balance our days to include both teacher directed activities and child led (Independent Learning) activities. Here at Fynamore we have a very hands on, play based approach to learning in our Reception classes and are always striving to improve. We aim for every child to

achieve their best through fun, imaginative, hands-on activities that have meaning to 4 and 5 year olds. The continuous observation and assessment of every individual is a big part of this, leading to detailed planning for learning through play. Play is the kind of learning where not only the children don't realise they are learning but many adults don't realise either! We have received two Outstanding OFSTED reports for provision in the foundation Stage (March 2008 and 2011) which demonstrate our commitment to the success and happiness of children in their first year at school. Due to the changes in OFSTED procedures during our most recent inspection (June 2014), Reception was judged as part of the whole school rather than as a separate entity. However, our provision and teaching was still highlighted as being 'very good' within the whole school context.



We are
Learning to play
Playing to learn

A little thought provoking read about learning through play!

What did you do at school today?

Well I learned with the play dough and rolled it in my hands. Lucy said hers was a snake but mine, mine was a worm. My teacher talked about long ones and short ones, and fat ones and thin ones, and mummy, Sarah rolled her dough so long it went right over the end of the table. And no one said, "What are you going to make- a cake would be very nice."

"Yes but then what did you do?"

"I played on the climbing frame and, do you know Mummy, I can climb all the way to the top."

"Yes, but did you do anything today?"

Sarah and me went to learn with the paints. It was lovely; all gooey and slippery on our hands, and we made lots of patterns with our fingers. Sarah had a yellow paint and I had red, and Mummy, do you know what, the paint went orange! And no one said, "What a mess you made."

"Yes, but what else have you done?"

"At snack time I helped to wash the apples and put the drinks boxes away."

"And then did you do anything?"

"I made lovely repeating patterns in the sand with the pebbles and shells and Sarah and I had a race to see who could put the sand in the sand wheel quickest."

"But then did you do anything?"

"At story time we listened to a story about a caterpillar - and do you know what Mummy, caterpillars turn into beautiful butterflies."

"So, did you do anything today?"

"We sang "Happy Birthday" to Nicholas and counted the claps all the way to 5, then 6 because, do you know what Mummy, he will be 6 next year because 6 is one more than 5."

"But did you do anything today?"

"Yes, when my teacher said it's time to tidy up, I quickly painted you a picture 'cos I knew you'd say, 'What did you do at school today?'"

Your notes...